

CHAPTER II

Review of Related Literature

In this chapter, the researcher wants to review the theoretical background related to the study. The questioning strategies will be discussed intensively in this chapter.

2.1 Cooperative Learning

Cooperative learning is the instructional use of small groups that make students work together to maximize their own and each other's learning (Johnson and Johnson, 1993). It improves students' attitudes toward themselves, their peers, and their school to enhance academic performance. Bratt (2008, as cited in Chu, 2014) figures out that cooperative groups enhance students' social competence, foremost their ability to collaborate with peers. It is one kind of student-centered approach different from traditional pedagogy centered on teachers. In addition, cooperative learning provides students with learning incentives, creates self-confidence, and requires them to practice thinking skills (Kagan, 1990, as cited in Adams, 2013). According to Adams (2013), here are the techniques of Cooperative learning:

1. Circle of speakers
 - a. In groups, students take turns to speak. Several such rotating turns can be taken
 - b. Students listen to their partners speaking and perhaps take notes, ask questions, or give feedback
2. Write-Pair-Switch

- a. Each student works alone to write answers
 - b. Students share answers in pairs
 - c. Students switch partners and share their former partner's ideas with their new partners
3. Question-and-Answer Pairs
- a. Students exchange question
 - b. After students answer their partner's question, they compare answer

2.2 Reading

Reading is one of skills focus in language and does not simply involve finding information on the text itself. Rather, it is a process of working with the text. When reading a text, the reader recreates the meaning of the text, together with the author (Hermida, 2009). Koeak (2010) states that reading is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.

According to Woolley (2011), reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text. Reading is not only used to get information, but also to find and understand the meaning of that information through the student's creativity or student's comprehension. Readers typically use background of knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to

help them understand written text. The purpose of reading is to make the students proficient in understanding materials in some technical areas. For instance, reading magazines or newspaper is for gaining social information, reading short stories for pleasure, and understanding some knowledge book for science information. Harmer (2003) states that texts with the longer sentences and longer words will be more difficult to understand than those with shorter ones. However, it is simply the number of unfamiliar words which the text contains. If the readers do not understand the half words in a text, they will have great difficulty in understanding the text as a whole. To be successfully they have to recognize a high proportion of the vocabulary without consciously thinking about it (Paran 1996, as cited in Harmer, 2003). It is clear that both sentence length and the percentage of unknown words both play their part in a text's comprehensibility (Harmer, 2003).

Lorch, Lorch and Klusewitz (1993, as cited in Harmer 2003) divide two categories of reading tasks, which are reading for school (study) purposes and reading for stimulation/entertainment. School reading was perceived as less interesting, slower, more re-reading, and as more taxing of understanding and memory. In contrast, reading for entertainment was perceived more interest, and more analysis of writing style.

2.2.1 Types of Reading

There are several types of reading that are applied in teaching English.

1. Skimming is a reading activity that is done to confirm expectations and usually used for communicative tasks. According to Beare (2003),

skimming is a technique to gather information from the text quickly. It is also not important to understand the meaning of each word or sentence. According to Harmer (2003), Skimming means running eyes over a text to get quick idea of the gist of a text. It encourages readers to have a quick look at the text before plunging into it for detail and helps them to get a general understanding of what it is all about. This will help them if they read for more specific information. For example: reading newspaper to get general information of the day, reading a brochure to quickly get informed.

2. General reading or scanning is a reading activity that is done to extract specific information and usually used to gain general understanding. It requires reading quickly while looking for specific information. Reader should start from the top of the page and move eyes quickly toward the bottom. According to Beare (2003), scanning is to get particular information by running eyes looking for the specific information on the text.
3. Close reading or searching reading is a reading activity to gain complete understanding (reading for detailed). Readers should pay full attention to what is printed on the page. Beare (2003) stated that close reading is making the text shorter for extracting the specific information including numbers, words, and sentence. It is usually slow reading done with full concentration. It is a reading activity done in leisure time. According to Beare (2003), the purpose of close reading is to get general understanding of the text and improve the general knowledge of the reader.

2.2.2 Teaching Reading

According to Kamil (2003), teaching reading is a way of transferring knowledge from teacher to students by using a certain technique of strategy and a certain material in order to master reading itself. Teaching reading is a complex process that does not only give the information from the teacher to the students but also to make them understand what is written in the passage. It is about giving a clue to understand written texts through word recognition and comprehension. Teacher must be aware of the progress that students are making and adjust instruction to students. It is also important to remember that the goal of reading is to understand the texts and be able to learn from them. For high school students, they learn various types of text reading, such as narrative, recount, descriptive, report, analytical exposition, hortatory, and procedures text.

2.2.3 The Principles of Teaching Reading

In teaching reading, there are a number of principles which can be applied by the teacher to achieve the objectives stated and to make the students become effective and skilled reader. According to Harmer (2001), there are four principles in teaching reading, they are:

1. Principle 1: students need to be engaged with what they are reading

Students who are not engaged with the reading text - not actively interested in what they are doing- are less likely to benefit from it. When they are fired up by the topic or the task, they get so much more from what is in front of them.

2. Principle 2: students should be encouraged to respond to the content of reading a text, not just to the language

It is important to study reading texts for the way use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and teacher must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic.

3. Principle 3: prediction is a major factor in reading

Book covers give readers a hint of what is in the book, photographs and headlines hint at what articles are about and reports look like reports before reading a single word. Brain starts predicting what reader is going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give students “hints” so that they can predict what is coming too. It will make them better and more engaged readers.

4. Principle 4: Match the task to the topic

Once a decision has been taken about what reading text the students are going to read, teachers need to choose good reading tasks (the right kind of questions, engaging and useful puzzles, etc.

2.2.4 Topics in Teaching Reading

If the students are unfamiliar with the text genre the teacher is asking them to work on, they may be reluctant to engage fully with the activity. Teacher needs to think about how he chooses and uses topics. According to Harmer (2003), there are several things the teacher can do in teaching reading:

1. Choose the right topic. A teacher should try and choose topics which the students will be interested in. Teacher can find this out by questionnaires, interviews, or by the reactions of students in both current and previous classes to various activities and topics they have used. However, individual students have individual interests, so that it is unlikely that all the members of a class will be interested in the same things. For this reason, a teacher needs to include a variety of topics across a series of lessons so that all students' interests will be catered for in the end.
2. Create interest. If a teacher can get the students engaged in a task, there is much better chance that they will read with commitment and concentration. Whether or not they were interested in the topic to start with. A teacher can get students engaged by talking about the topic, by showing a picture for prediction, by asking them to guess what they are going to see or hear on the basis of a few words or phrases from the text, or by having them look at headlines or captions before they read the whole thing.
3. Activate schemata. This is the same way as creating interest by giving students predictive task and interesting activities. Students need to activate their knowledge before they read so that they bring their schemata to the text.

2.3 Jigsaw

Jigsaw was originally developed by Elliot Aronson in 1971 in Austin, Texas, and was considered effective in increasing positive educational outcomes.

It has been greatly studied abroad and has been explored in various ways by a number of researchers and teachers in classes of different levels and of different subjects (Xiaoling and Mengduo, 2010). Later, it was developed by Slavin in 1980 who designed a modified pattern of cooperative differential integration of information in learning. Al-Salkhi (2015) states that Jigsaw is considered as an image of cooperative learning by which students learn through their activities within small groups and each member specializes in a specific portion of the study subject, then he shares the acquired knowledge with the other members of his group.

2.3.1 The implementation of Jigsaw

In the implementation of Jigsaw, students are divided into heterogeneous groups, each group consist of 4-5 members. In this strategy, the members of each group study the same subject, for example, a chapter in a textbook and each member concentrates on a specific part of the subject. After that, the members of different groups assigned the same part hold a discussion meeting. After that, each member joins his original group to explain to them what he has learned from his specific assignment. Finally, each member takes an individual test and all member scores are used to calculate each group's score (Al-Salkhi, 2015).

The role of the teacher is changed so that he or she is no longer the major resource for each of the learning groups by creating a process that made it imperative that the children treat each other as resources. This is achieved in three ways:

1. The learning process was structured so that individual competitiveness is incompatible with success.
2. It is certain that success could occur only after cooperative behavior among the students in a group.
3. Each student (no matter what his prior status in the classroom) is in a position to bring to her group-mates knowledge. In a traditional classroom, the students are often rewarded when they succeed in attracting the teacher's attention by outshining their competitors. In the cooperative classroom, the students achieve success as a consequence of paying attention to their peers, asking good questions, helping each other, teaching each other, and helping each other teach.

Azmin (2016) explains that, in this strategy, the teacher introduces a topic and its subtopics. Students are divided into 'home' groups, where they are each given a different subtopic in the group, each group consist of 4-5 members. The next step requires the students to break out of their 'home' groups to form the 'expert' groups where these students focus on one subtopic, researching and discussing it. The members of each group study the same and each member concentrates on a specific part of the subject. Therefore, the students become experts on the subtopic that they have been assigned to. After that, the members of different groups assigned the same part hold a discussion meeting. Teams of students are assigned to investigate different aspects of the same problem or issue. Following their discussion, the students from all of the 'expert' groups must return to the 'home' groups and teach their peers based on their findings and discussions. Eventually, all the members of the 'home' groups will have learnt

from each expert group discussion and will have benefitted from each other. For example, each team analyzes a different but related data set or read an article on different aspects or viewpoints on the same topic. Once each team member thoroughly understands his/her team's aspect of the problem, new groups are formed, with at least one representative from each original team. Each individual then explains his/her team's aspect of the problem to the new group. In this way, every student learns every aspect of the problem. Each group then uses the combined information to evaluate a summary issue.

The Jigsaw strategy is considered an image of cooperative learning by which students learn through their activities within small groups. Each member specializes in a specific portion of the study subject and then he shares the acquired knowledge with the other members of his group. The design of Jigsaw model has three main stages (Al-Salkhi 2015):

1. Planning stage which contains four steps:

- 1) Purpose identification: the main purpose of Jigsaw strategy is to acquire the organized knowledge through specialty groups. Also, the necessary behavioral objectives of each study subject need to be identified.
- 2) Designing study material: the teacher is responsible for preparing the study material and tools such as textbooks, references, articles, video tapes, drawings, etc.
- 3) Grouping the students according to their interests, previous experience, and achievement level. However, the group should be heterogeneous to enable low performers learn from high performers.

- 4) Designing evaluation tools: the teacher should prepare a test in view of the identified behavioral objectives that cover all study subjects.

2. Implementation stage of Jigsaw strategy that consists of four aspects

Aspects	Description
Grouping of Information	Distributing students into small groups..
	Distributing subjects to individual students of each group to assume the role of expert in the assigned unit.
	Studying the subjects based on the expert reports
Meeting Experts	Meeting of experts assigned the same unit to discuss its elements and compare notes given by experts.
Team Reports	In their meeting, experts prepare a report covering the main points of the subject to share them with their group members.
Assessment and Evaluation	Direct the work of groups and develop their concepts. Monitor students' activities and get

teachers involved in the group work.

Encourage students by using immediate enforcement and feedback.

3. Evaluation stage

Process	Description
Group Evaluation	Determining the work progress of groups and students' participation in the teamwork.
Evaluation of experience progress	Determining the student's progress in the experts' group and as a member in his group.
Evaluation of material comprehension	Giving students a written exam to determine each student's progress in meeting the learning objectives.
